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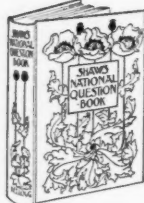
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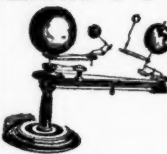
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# THE SCHOOL JOURNAL

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## Better Teachers and Efficient Service.

By Supt. J. M. Greenwood, Kansas City, Mo.

The first time I crossed the Missouri river was in company with four other persons; one of these and I started on afoot ahead of the team. After walking some three miles, we met two boys riding a very big mule, and so we stopped and talked with the boys a few minutes. They were barefooted, and in shirt-sleeves, and the mule was barebacked. Among other questions, I asked the older boy, "How old is your mule?" Promptly came the answer, "Four, last spring!" "Will he ever be any bigger?" I inquired. "No, sir, he is as big now as he will ever be, and a blamed sight bigger!"

This incident will serve to illustrate what I mean by efficient service in public school work. A large per cent. of persons who intentionally or accidentally slip into or drop into the school-room as teachers, get their full growth in three or four years, and never render any better service thereafter. They stand still after that, and then their services begin to depreciate. After this period sets in, their best energies are devoted to trying to get their salaries raised without a corresponding increase in the quality of their work. Had I the means, I would even pay all such as I have described well for their faithful, but not highly efficient, service; but I would base an increase in salary on the improvement of the quality of the work from year to year, and to those rendering better service and who show marked signs of mental improvement by pursuing new lines of study. Such are more deserving of public recognition than the non-progressive class who may be classed slightly above the "late comers and early goers"—who are continually wanting short hours, big pay, and abundant holidays. All these things seem to go together.

There should be a distinction made in the salaries of the constantly growing teachers, those who are enlarging and multiplying their powers against the stationary ones even after due allowance for ill health and other such influences. The teachers who reach out each year into new lines of thought, who take hold of new studies each year, and bring richer treasures to their work are the ones whose salaries should be gradually increased, because of meritorious and successful teaching. A scale fixed upon such a foundation is a just and proper one.

### As to Promotion.

I think it eminently proper that there should be some promotions from the ranks into the high schools, and also into the ward school principalships. I have never subscribed to the doctrine that all good principals must belong exclusively to this sex or that one. As a matter of fact, sex has little to do with being at the head of a school, or as teacher in school, college, or university. To put it briefly, it is simply a personal matter, and it is not that of just being a man or a woman; it is, however, that of being *the man or the woman for that particular position*. A school cannot be strong, good, and true, unless the principal has the necessary qualifications. To all such as desire promotions into the high schools or to ward school principalship, the first movement should be to pass the required examination, and then have your name placed on the eligible list of applicants. When

one has passed successfully the examination, that one can come before the board of education, and as a matter of right, ask that his or her name be considered in case of a vacancy. This is far better than for one to spend days and evenings trying to secure an appointment to a higher position and then eventually pass the examination after great tribulation. It is not creditable to scholarship to have the bars let down so low that the lame and the halt may step over after repeated efforts. Examinations first, and seek positions afterwards.

### Multiplication of Power.

A principal is selected to take charge of a school on the same theory precisely that a manager or director is chosen to fill a responsible position in which labor can be most effectively directed in order to reduce the waste of the workmen to a minimum. Applying this principle to the management of a school, it signifies that the principal is constructively present in each room directing thru the teacher the efforts of each pupil. The principal multiplies his personal power, it may be a thousand fold, in a large school, and the teacher being reinforced by the principal directly multiplies her power in proportion to the number of pupils in her room. Therefore it is a great art to duplicate one's power many times in others by selecting those who have superior qualifications in special lines of work. Wherever authority has to be multiplied in many directions and over wide areas, it is always a matter of the highest moment that those who are chosen to do a particular kind of work at a definite place in a system, should be eminently fitted for this particular kind of work, and can do it with a high degree of efficiency. The assignment of assistants with respect to the kind and distribution of work to be done is a delicate and responsible task, and in each case the assignment should keep in view the fitness of the person for the special work required, having regard for the welfare of the pupils.

Upon this principle all great industries are organized by the selection of head-managers, so that responsibility can be definitely located and quickly brought to bear upon any part of the system. This was the supreme principle upon which Napoleon, and every great captain since his time, has acted in selecting his subordinate commanders. To pick out the best person for a certain kind of work—one who has judgment, prudence, caution, managing and organizing power,—one who never loses his head, no difference how complicated the situation,—a master in activity, who carries tremendous energy and skill into the whole force under his command, and who knows how to take advantage of the immediate surroundings as well as those that were more remote, is what a school board attempts to do in choosing a principal of a school. To arrange, manage, direct and instruct forty or fifty children, and to make the work of each pupil the most effective, also demands of a teacher the qualifications herein described.

It is sometimes asserted in certain quarters that such superior qualifications are not to be expected in a class of men and women engaged in the prosy work of teaching children, and that as much as should be reasonably

expected of them is to assign lessons, keep the children in order, and then to see that the children get and recite their lessons. In reply to this argument, if Alexander the Great had Aristotle for a teacher, what kind of teachers should the children of Kansas City have? Is it a matter of little consequence who the teachers of these children are? Is ignorant work not costly work? Should the principal be of vitalizing power, or one who sits around and looks wise in a vague sort of way, as if contemplating the future at long range? Shades of Mann and Arnold forbid! By watching those who do the best work in subordinate positions, and who display those qualities that are indispensable for more advanced positions, a center is formed out of which must come the continued progress of the schools. It often happens that under stress of circumstances, one develops qualities of a superior order when placed in a responsible position; or upon the other hand, it may demonstrate his utter unfitness to deal successfully with complicated issues, or to seize upon the salient features of a complex situation and to reduce them to simple factors which can be easily handled. Heavy responsibility falling upon one and if that one feels that he is being tested in every particular, latent talent may manifest itself by mastering the situation most completely.

We are public servants and for service,—and to give the best we have each day to the children of this city. By reading, reflection, experience, assimilation and practice, we have endeavored to qualify ourselves in the history, the science and the art of education, to discharge the duties we have voluntarily assumed. Not one has been employed upon the hypothesis that he is a slumbering giant, ready, should the emergency arise, to spring forth and do some mighty thing, but rather, that he is already to do in the best way the expected unusually well, and to acquit himself creditably while maintaining his personal dignity and self respect. Abnormal and accidental situations should have been so well thought out beforehand that when they occur, their disposal would create no greater disturbance than would the regular order of business. Emergencies develop character, and bring issues to a head more rapidly than any other series of events, and they afford excellent opportunities for bringing instantly to the front the kind of mind one has, and whether it is in a usable condition when needed. Each should feel that whatever position he or she occupies in these schools, great things are expected in teaching, and this feeling should permeate the breast of every true teacher. Be master, then, of all your faculties, and of yourself, and if the occasion requires, you can summon all of them instantly to your aid, and can put them to work as calmly as if nothing unusual had happened. Stress periods will come, and all your previous schooling should have been a preparation for such emergencies. Success or failure must depend ultimately upon yourself, and if you master the situation, failure is impossible. I shall endeavor to make your work as pleasant and as cheerful as possible.

With the increased power of knowledge, there comes with it increased power to think about the greater problems of life in terms of the various sciences in which you are most interested, and the ability to put this knowledge into an orderly whole. The very culture that brings to one this wealth of material, brings also the power to use it. There is all the difference about what one thinks when one works, what one believes, what one feels and what one does. Thoughts of a high order give strength. Nothing else can. The proper equipment, with a strong human will back of it, will accomplish wonders when multiplied a hundred fold into the hearts and the lives of others. Keep clearly before you that in the earlier years of education is the period when *unburied dead souls* are sometimes made. If the dead soul be in the school teacher, what a blight it will be on the children who are the unwilling victims! Shall I describe, in a few words, the *dead soul* as a teacher? It is the one whose ambition is centered

on "late coming and early going," ever wanting an increase in salary without doing better work, one whose soul is becoming a constantly dimming light. On such is the touch and the smell of death. Welland truthfully does Henderson say,—"*The live souls* are the people of power, the people who are and who do. *The dead souls* are the people of weakness, the apathetic mortals who are nothing and who do nothing." All praise for the live souls. I would have all of you greater than your work—great as it is.

This article concludes the series which began in THE SCHOOL JOURNAL of Sept. 20, under the head of "Training of Systematic Arrangement of Ideas and Clear Expression."

## How We Study History.

By E. P. POWELL, Clinton, N. Y.

There is but one history, that of man. Whoever undertakes the study of a single nation studies a single limb of an organism. He may be a specialist; he is not a student. I do not mean that we should study the story of all men, or even of all races of men—that is exactly to repeat, on a larger scale, the blunder of those who would set a boy to the task of acquiring a special knowledge of a single nation. On the contrary, I would study humanity—man in the concrete; the rise and flow of human life, and thought, and expression, and execution. Instead of languages, I would study language, as the brain tool; invented by mankind correlative with tools for the hand.

More clearly to express my meaning let me tell you how we have combined in one the study of man and of language. I first led my boys back to a consideration of the fact, as affirmed by Mortillet and Hale, that the earliest race of men, those of the River Drift, lacked the organs of articulative speech, and must have conversed as animals by signs and sounds not distinctively articulate. The cave men, on the contrary, had acquired such organs. This is our starting point. Having articulating power, acquired no doubt after myriads of years of effort, men would sooner or later differentiate into races of competitive progress. The communistic races would fall apart into individual differentiation. There would be less and less of animal similarity, and more and more of the dissimilar and particular. About 2000 B. C., appeared the first marked individuality in human history—and with him begins our study of men. Nothing human before that would have any more history than the operations in a hive of bees or a herd of cattle. History is the story of conflict, of competition, of comparative strength, of heroes above the crowd; and finally of moral heroes. This first individual, 2000 B. C., appears in Western Asia as Abram, in Southern Asia as Brahma. The coincidences of history are the deepest philosophy. They teach that one man or one race never goes to the front alone, and they teach also that there is a Divine or purposive will in all things, and in all events, leading forward.

We stop at this great station, where human history begins, and study first the man or men, and second what they accomplished—more particularly in the way of expression. For it is certain that, no matter how much thinking and doing went on, it was only by the art of speech and words that progress could be noted and preserved. Abram or Abraham is a marvelous character to this day—a grand theme—the father of the "Upward-lookers." Brahma is unquestionably the same person, in the Aryan stock. In studying this character in evolution of individuality, we find out all we can about the Hebrew language, and the Sanscrit language, without entering into a grammatical study of either.

History moves in periods of about five hundred years. This I do not undertake to explain; I merely give it as a fact. Five hundred years after the Brahm era occurred the lawgivers' era. Moses in Western Asia, Manu in Southern Asia, and Tschow in Eastern Asia. Here we have a grand field of research. We go to the



Hebrew Scriptures for a thorough examination of its records concerning Moses. The subject of law as the embodiment of custom is studied. The two ages are compared as well as possible and progress noted.

One thousand years before Jesus bring us to the Homeric poems and the Davidic; once more Shemite and Aryan coincident, if not co-operating. These two races are different branches of one, but unable to act alone. We do not undertake a translation of Homer. But Professor Dodge, our head tutor, collects a half dozen translations, and these are compared. All that is to be known of Homer and David is brought out in readings and essays. Cyclopedias and histories are overhauled. The work is concluded by questions for short theses such as, "Why does Maudsley say Homer is not surpassed by any poet of to-day?" The great historic fact is clearly expressed that prose is a late invention—that David and Homer closed up the poetic era of human development. Now we stop to study the wonderful advance made by the Greeks in brain tools; but we do not enter deeply into Greek grammar.

We turn to 500 B. C. The marvelous age of Buddha, Socrates, and Confucius, belonging to Southern, Eastern, and Western Asia. The power of prose in human evolution is now noted. We go aside and back to Thales and the early philosophers, to study the rise of abstract thinking. We find that Thales wrote in poetry; but soon after Anaxagoras writes in prose. Facts have so multiplied that men can no longer sing them. Prose is invented. We pass along in the prose age to Aristotle and Plato. Natural philosophy and theology we find co-operative. We study the systems of Buddha, Socrates, and Confucius. It is all a drama. Man is moving on wonderfully, and the boys are looking upon the panorama of an evolving humanity. Not only are axes and hammers, sculptor's tools and artisan's tools invented, but tools for the mind. Above all, however, do not dwell on any minutiae that distract the general line of

progress. At this point it becomes necessary to read a history of Greece. I selected Myers. For, for the first time, human life is differentiated thoroughly into art and sciences; and Grecian history is at the bottom of all future history. Greek history is summed up in a series of theses written by the student.

Five hundred more years bring us to Jesus. Heretofore all history has been the comparative co-operation, perhaps confluent, of two or three races. Now all thought, all philosophy, all theology, pours into a little bowl at the east end of the Mediterranean. There the Egyptian, Phœnician, Indian, Greek, and Roman life center—Lo a Man! The Son of Man! The Son of God! We are not studying theology but history. Our work is with this great genius of humanity. Jesus is the enthusiastic prophet of the student. If they learn also to love him, all the better.

But now we find another language formed; a more cosmopolitan marvel; it is the base of our English speech. Heretofore we have studied languages as objects of similar interest with spears and looms. We shall now study Latin as we study English, that is, as a part of English; as not a *dead* language, but a *live* language. It is the only rational view of Latin.

History from Jesus down to the present time follows a similar line of evolution. We stop first at the development of the Papacy, and Mohammedism. The establishment of the Hierarchy is consummated about 500 years later; 1500 brings us to Luther and the fulness of the Reform era. What follows is our own era, looking forward to a fulfilment yet to come.

We have now studied history as the history of man; and if it has taken three years we still have lost no time. If, hereafter, the boy wishes to make a special study of a period, he is equipped to do it without losing the relative bearings of the period. Moreover, languages have found their proper place as part of the onward trend of humanity.

## Class-Study Method in English Literature.

### An Effective Branch of University Extension.

By Arthur Willis Leonard, University of Chicago.

University extension, as the name implies, is an expedient in education designed to offer to that class of students who are prevented from availing themselves of the advantages of resident study, a participation in those advantages to as full an extent as may be consistent with the inherent difficulties of non-residence. The methods which it employs are three: the lecture-study method; the method by correspondence; and the class-study method, each seeking to meet in its own way the particular desire or need of non-resident students in different circumstances.

Now, are the methods effective in meeting the inherent difficulties which confront the non-resident student? Can he feel that in accepting the offer made to him by university extension he is not making a futile application of his time and resources, both of which he sometimes commands only to a limited degree? Undoubtedly many students who have desired the advantage of trained leadership in their studies, and who have been unable to afford the time, or perhaps the money, required by attendance upon regular university work, have felt that any of the substitutes offered was but a poor compromise. And doubtless, too, in some instances university extension has failed. But a careful examination can show that failure need not be the result of insurmountable inherent difficulties, but rather of an inadequate handling of possibilities. For the methods of this work are effective; they do secure favorable results that are positive, adequate, and permanent.

But of the three methods employed, each of which is adapted to the needs of a particular class of persons, the class-study method may be seen to embrace a wider

range of needs and to meet successfully a greater number of obstacles than either of the other two. It brings the student nearer to the privileges of the university proper, because it adheres most closely to the methods of the university. A quotation from the report of President Harper, of Chicago, gives some indication of this: "The instruction carried on by the university under the name of class-study resembles very nearly in its scope and method the work given to regular students in residence. Indeed, many of these courses cover exactly the same ground and by the same methods." From this it will be seen that the class-study method is not a mere addition to the regular university methods created and shaped to meet a peculiar class of needs, but that it is an actual reaching out of those methods to meet the demands of students out of residence.

But however important this form of university work may be in its application to all branches of learning in general, it is of peculiar interest to examine its possibilities in the study of English and more particularly of English literature, for it is in this branch that the method has reached more students than in any other. It is a significant suggestion of the effectiveness of class-study work in English that the enrollment therein has grown in six years from seventeen to 339.

How far, then, for the student out of residence who wishes to study English literature will work under class-study direction overcome the inherent difficulties of his situation; how close will it allow him to approach to the advantages of resident university study? These advantages it has before been said in substance are, first, undisturbed leisure for work; second, properly



classified and easily accessible books in sufficient number; third, the time and labor-saving given by the instructor thru his functions of suggestion, correction, and direction, together with impetus of personal stimulation which he can afford. Manifestly the last advantage may be equal in both cases, so far as necessary difficulties are concerned, particularly since the regular university instructors frequently offer their courses in class-study. And, in regard to the other two, it is a fact that in most cases, altho the student may not have so much time as in residence, he will nevertheless have some which he can devote to supplementary work; and while he may not have so many books close to his hand, he will be able to secure a number of those most necessary. Clearly, then, we have in the second case almost duplicated the advantages of the first for a large number of students. But so inclusive is the range of effectiveness possessed by the class-study method that even the student who has no books outside of the writings of the authors who are studied, and no time outside of the class-room can gain permanent results for culture under its direction.

But let us examine the nature of the work more specifically. Class-study means *study* in class. It does not mean listening with more or less interest to what some other person says. It signifies—the definition is in accordance with its possibilities—that a number of interested persons come together for the purpose of bringing their combined efforts and intelligence to bear upon the work of an author in order to gain a clear insight into the qualities of his work and to render themselves subject to the influence of those qualities. And in view of certain misapprehensions of the nature of the work it cannot be too emphatically stated that class-study work is not the work of the public popular lecture. The latter cannot overcome the limitations, cannot produce the positive and permanent results under conditions of minimum advantage that lie within the control of the former. For the lecture, in order to accomplish a degree of lasting effect, proportionate to the effort it represents, should either be supplemented by careful collateral reading or should be superadded to the already existing knowledge of some definiteness and extent. Its force is liable to be weakened unless it finds some context in the mind of the listener. It would of itself offer a very inadequate means of introducing the student to a new field.

The method of class-study, on the other hand, even when it cannot command for its assistance outside work on the part of the student, can lead him with success into a new field and can hold him so closely and so receptively in contact with the work in hand that he can obtain even from his activity in the class-room alone a degree and kind of cultivating influence which will remain with him.

This is true for several reasons. They may be briefly stated thus: First, by reason of the informal method of presentation, inviting interruption, challenge, and discussion, and affording opportunities for reiteration, fuller explanation, and firmer emphasis. There is no need of the continuity so in keeping with the nature of the lecture.

Second, it can bring the student out of the state of a mere passive listener to that of an active thinker. It can call for expressions of individual opinion, and can be proved by means of weighing and sifting these.

Third, and of the utmost importance, it can place the emphasis upon actual intimate contact with the writer's work, using critical comment only as an instrument wherewith to make that contact appreciative and receptive, rather than using that work to illustrate and verify a body of critical maxims. It throws the accent where it ought to be, on literature and not upon things said about literature. The following rough parallel will illustrate the essential difference:

Suppose on the one hand that you give your student a series of essays on, let us say, Nineteenth Century Poets. Most of these essays in the course of their dis-

cussion will present certain quotations intended to be illustrative and interpretative. But the preponderance of the matter will be critical or biographical matter of the essay itself. Suppose, on the other hand, that you devote the same amount of time to reading selections from the poets themselves to the student—whole poems where it is possible—as you read you will make comments by way of interpretation and illumination, but the greater part of the student's time will be spent in actually listening to the work of the poet himself to the reading of which your critical comments will be subordinate. And suppose, further, in order to compare the two methods when they are reduced to their lowest terms of effectiveness, that in neither case the student is able to spend time outside. From which method will he derive the greater culture? Surely from the latter, if, indeed, the true aim of literary study is not to familiarize the student with a body of critical utterances, but to make him know and love the actual work of literary men. The final justification of the critical maxim is that it shall be absorbed into an illuminating ray that falls directly upon the author's page. Until it reaches such assimilation it is liable to be like faith without works—dead.

Literary study should keep always clearly in view the final result of power—a lasting enthusiasm for literature as the embodiment of human life in letters and a more alert and trustworthy insight into those qualities which make it the inestimably important humanizing instrument that it is. While an accurate knowledge of writers and their works should by no means be neglected, the acquisition of such knowledge should be made to serve one great final purpose—a knowledge of literature that shall be as wide, as intimate, as clear-seeing and as sympathetic as it can be made to be. It should further emphasize that such acquaintance, in order to be effective, must not be spasmodic and desultory, but uninterrupted and increasing. A knowledge of literature cannot be alive and quickening unless it circulates in the consciousness, it must not be a heap but a flow.

These important points the class-study worker is in a position to enforce. And with the student so directly under his influence and leadership he is in a position to accomplish three immensely important results: to induce the student to read English literature; to help him to read it with sympathy and sane appreciation; to stimulate him to read it without ceasing.



## Emerson's Essay on Nature.

By JOHN D. MEESE, California, Pa.

Emerson's mode of expression is at first a little hard for the student of ordinary attainments to get hold of; but if he is willing to persist in faithful study for a day or two, he will be richly rewarded for his pains. An experience extending over some years has shown me that the proper kind of class exercises will lead nearly all pupils to fall in love with Emerson and with his writings. By proper exercises, I mean such analyses and such questions as shall help the student to grasp and hold the deeper meanings of the author. Such exercises must be determined by the ability of the teacher to interpret, and by the degree of interest which the student manifests.

The essay on nature contains a profound philosophy, involving the most intricate problems with which the human mind can grapple. "All science," says Emerson, "has one aim, namely, to find a theory of nature. Whenever a true theory appears it will be its own evidence." He defines *nature* as consisting of essences unchanged by man, and *art* as the mixture of man's will with nature. The principles involved in the essay may be analyzed as follows:

### I. Evolution.

"A subtle chain of countless rings  
The next unto the farthest brings;  
The eye reads omens where it goes.

And speaks all languages the rose;  
And, striving to be man, the worm  
Mounts thru all the spires of form."

It is worthy of remark that this stanza was composed before Darwin stated in form his theory of evolution.

## II. Reason.

"The test of a true theory concerning nature is that it will explain all phenomena."

## III. Sympathy.

"Nature always wears the colors of the spirit."

So much for the general outline. As elements which enter into the final cause of nature, Emerson names

### 1. COMMODITY.

Nature ministers to man and makes prodigal provision for his wants.

"Beasts, fire, water, stones, and corn serve him. The field is at once his floor, his work-yard, his playground, his garden, and his bed."

### 2. BEAUTY.

"There is no object so foul that intense light will not make beautiful. Even the corpse has its own beauty."

Emerson regards *beauty* as a nobler element than *commodity*. The latter ministers to the body, the former to the intellect and the soul. At this point of the discussion one finds many sentences worth memorizing; e.g., "We are never tired so long as we can see far enough," and "Beauty is the mark God sets on virtue." Here the author reaches the profound conclusion that "the world thus exists to the soul to satisfy the desire of beauty."

### 3. LANGUAGE.

As words are the signs of natural facts so nature is

the symbol of spirit. Thus language is given us as a medium thru which we interpret to one another the facts which nature symbolizes.

## 4. DISCIPLINE.

"Every property of matter is a school for the understanding." "All things with which we deal, preach to us."

The view which Emerson takes of nature places him in the idealistic school of philosophers. He suggests that what we call *nature* is but the projection of the creative spirit. The unseen is perhaps the real; for that which we see is transient and sooner or later may pass away forever. The highest culture, therefore, is attainable from the standpoint of the ideal philosophy; for the problem that may well engage human research is, to quote Plato, "for all that exists conditionally, to find a ground unconditioned and absolute."

From his discussion of nature, Emerson draws many useful lessons. We can mention but a few: "The happiest man is he who learns from nature the lesson of worship." "Once inhale the upper air, being admitted to behold the absolute natures of justice and truth, and we learn that man has access to the entire mind of the Creator, is himself the creator in the finite." "A man is a god in ruins. When men are innocent, life shall be longer, and shall pass into the immortal as gently as we awake from dreams." How comforting, too, is the sentiment which Emerson quotes approvingly from George Herbert:

"For us the winds do blow,  
The earth doth rest, heaven move, and fountains flow  
Nothing we see but means our good,  
As our delight, or as our treasure;  
The whole is either our cupboard of food,  
Or cabinet of pleasure."

# The Examination and the Examinee

## In Elementary Science.

By John Waddell, Ph.D., D.Sc., School of Mining, Kingston, Ontario.

The average examinee considers examinations as an ordeal which he must pass in order to obtain a certain certificate. He looks upon the examiner as a man whom he must try to convince of his knowledge of the subject, and if he can do this without excessive study so much the better. No doubt, the examiner has largely himself to blame if the examinee can pass the examination without a reasonable amount of study. The examination should not be of the kind that can be crammed for, but should require thoughtful application on the part of the student. It must not be of such a character that a candidate having accumulated a number of undigested facts without any knowledge of their relationships may be able to present a good appearance. If definitions are asked for care should be taken to ascertain that the definitions mean something to the examinee as well as to the examiner. The words may be exact, the idea expressed may be perfectly correct, and yet the candidate may have no more conception of what is meant than if he had committed to memory a list of words taken from an unknown language. For instance, the statement of Avogadro's law that equal volumes of different gases under the same conditions of temperature and pressure contain equal numbers of molecules, may be given correctly, and yet the candidate might be entirely at sea if asked what volume of hydrogen would contain five million million of molecules, provided that under the same conditions of temperature and pressure one litre of nitrogen contains a million million of molecules.

Not that I consider the memorizing of definitions useless. The strengthening of the memory has some value, but I think that storing the mind with gems of literature is preferable to accumulating a stock of definitions.

Definitions accurately and exactly learned may doubtless be of use in later life when their meaning is understood and in this respect the learning of a definition is better than the learning of a series of words in a dictionary or of a page in a table of logarithms. I refer to the learning of definitions without understanding their meaning. The learning of a definition, when the value of each clause and word is appreciated, is quite a different matter and is, in the highest degree, education.

The pupil beginning the study of science should realize from the very first the necessity of accuracy and exactness. He should learn that his knowledge, while necessarily limited, should be definite and distinct. A hazy idea of principles and facts is most unsatisfactory. The term *science* denotes *knowledge*, and knowledge should be exact and not of a general and indistinct kind. General knowledge has been wittily described as definite and dense ignorance, and it must be admitted that many examination papers exhibit on the part of the examinees a great deal of general knowledge.

Accuracy of observation is one of the essentials of any scientific training, and any training is to that extent scientific in which accuracy of observation is insisted upon. If leaves are being examined their shape should be accurately observed, the character of their margin, the texture, the surface, and other peculiarities, so that the pupil will realize that he *knows* something about the leaves he has studied. If flowers are examined their peculiarities should be noted and whatever object is looked at the observation should be accurate so far as it goes. An examination paper can test such accuracy of observation. Taking an illustration from elementary chemistry instead of botany such a question as the following may be asked, "What did you



see when a piece of sodium was placed upon water?" The answer might involve the fact that sodium takes a globular form and moves about on the surface of the water; it might be that a yellow flame was seen; but that hydrogen was produced by the action of sodium on water, or that caustic soda was produced is not a thing visible in the experiment suggested. It is very important for the pupil to distinguish between what he sees and what he infers and, still more important, to distinguish between what he sees and what *somebody else* infers. Unfortunately most of our science students learn too much of what somebody else has inferred, usually without a knowledge of the facts from which the inference is drawn, and this inference, which we call a theory, is considered the fundamental fact and the things observed are supposed to hang upon it rather than it upon them. Such a theory is the atomic theory. Examinees in elementary chemistry, when asked to describe a chemical phenomenon, are all too apt to describe it in terms of atoms and molecules and in such wise as to show plainly that their knowledge is of the general kind mentioned above.

It is not uncommon to relegate memory to a very subordinate place in the study of science. We are told that what is required is that the pupil should understand principles, not remember facts. But the concrete is the best introduction to the abstract and principles are best arrived at thru facts, are best illustrated by facts and are most definitely remembered in connection with facts. It is true that it is more important to train a child to investigate for himself than to give him the result of others' investigation, but the time is too short for him to investigate all he should know. It is in most sciences as it is in geography. The most complete and vivid knowledge of geography is to be got by travel, provided the traveler knows how to observe. But most people have to be content with a knowledge of other countries got at second hand. So in science; in many instances we must rest content with getting our facts second hand, and to get a clear view of the subject and to obtain a firm grasp of the principles, facts must be fixed in the mind. Hence, in an examination paper some questions involving an exercise of memory are not out of place. The examiner should be very careful in setting questions of this kind. The questions asked should not be out of the way ones. They should not in any sense be catch questions, they should be of the kind that any candidate in that grade of examination should know. For instance, in chemistry any pupil ought to learn how hydrogen is prepared or carbon dioxide, or hydrochloric acid, and the properties of these substances, and a question on matters similar to these is well suited to an elementary paper.

The case of carbon dioxide illustrates what I said above about taking some facts in science second hand. It would not be easy for the pupil to perform an experiment to show that for a given amount of carbon, carbon dioxide contains twice as much oxygen as carbon monoxide; but he should know the fact. Unfortunately when he does learn the fact he does not realize that the fact has primarily been learned by experiment, but is liable to talk about atoms and molecules in such a way as to indicate that he considers carbon monoxide and dioxide as specially created by a kind Providence to illustrate the law of multiple proportions. Examinations have a very important function in stimulating the examinee to fix in his mind a number of facts. The student goes over and over his work with the view of making sure that he can tell a straightforward tale to the examiner, and in doing so finds that the facts gain a definiteness in his own mind which they formerly did not possess.

An examination should not consist entirely of questions of fact. It should be such as to test the examinee's knowledge of underlying principles, and the relation that facts bear to each other. It would be well if some facts that the examinee is not likely to have met could be given and an explanation of them required,

care being, of course, taken that the explanation depends upon principles that should be known.

Any little turn of a question that will put the matter in a different light from the ordinary, is useful and the examinee should try to get such a grasp of the fundamental ideas that he will not be caught unawares. There should not be too many questions of this character, for the examinee should not meet too much that is strange, but on the other hand the examinee should not have acquired so superficial knowledge of the subject as to be nonplussed by a change in form of question. There are not a few examinees in chemistry who could tell how carbon dioxide and chlorine are made but would think they were asked something out of the way if requested to give the action of hydrochloric acid on marble and on manganese dioxide.

The science student should endeavor to cultivate accuracy of observation, exactness in the knowledge of facts, a clear insight into the relationship between kindred facts, and an appreciation of the principles involved, the examination should be of such a kind as to determine whether the candidate has made this endeavor and how far he has been successful, and should stimulate the examinee to strive in the best manner for the attainment of a thorough understanding of the work gone over, and for such a mental training as will be of permanent value in future life.

### "Make Me Beautiful Within."

By GRACE ADA BROWN, in October Primary School

Now which was the sage who prayed

The often quoted prayer

"Make me beautiful within"?

Plato, the gracious Greek

With illumined brow and cheek

And perfect lip and chin,

Whom the gods had kindly made

The favorite of their care?

Ah! but what of Socrates

With his rough and rugged brow

His misshapen mouth and chin?

'Mong the stately and the fair,

Sore *his* need to pray the prayer

"Make me beautiful within;"

For who will the gods to please

Were the god-men then, as now.

Like a marred and twisted bowl

Flung from careless potter's hands

Stood the teacher Socrates;

But his beautiful "within"

Hearts both grave and gay did win—

Plato—Alkibiades;—

And the light of his high soul

Shines to-day o'er many lands.

'Mong the mists of silver seas

From the dear dim long ago,

The loved form of Plato seems

To be gliding to and fro;

And we feel the sacred flow

Of his thought that haunting streams

Round the Christian on his knees,

Praying "Make me white as snow."

For these sages of the past

Are the teachers now as then;

Guided by a voice divine,

Walking with their robes unstained

Till the highest heights are gained

To unveil the gods in men;—

With no thought of mine or thine:

"Reach the Truth and hold her fast,

Care not how, nor where, nor when."

So we teachers of to-day

Who the teacher's meed will win

Need to list the voice divine,

Need to keep our garments white,

Always Truth within our sight

As we climb and ever climb;

Need each hour to watch,—and pray,

"Make me beautiful within."



### Schooling in Womanliness.

There are many compensations in teaching little children that money cannot buy, and which are found in no other occupation. Chief among them are the rich opportunities for developing all that is best and sweetest and most womanly in woman. There is no doubt in my mind that the Lord intended women to be the rightful educators of children in their earliest years. This does not preclude the possibility of a man's doing excellent work in the primary school. In fact, some of the greatest teachers of little ones in the history of schools have been men. But their characters and lives only help to strengthen one in the conviction here expressed. They were successful because of the ideal something in them that is perhaps best characterized as mother heart.

Every woman has been endowed with a peculiar treasure which in its ideal development reveals itself as motherhood. Now, a mother of a family has many precious opportunities for developing this ideal side of her nature; but she has not half the scope afforded to the teacher in the primary school. The mother's own personal ambitions are left too much play room in the bringing up of her children. The mother of a family deals with her own flesh and blood, and tho her love be great it does not ask of her the sacrifice of personal preferences and prejudices that are constantly demanded of the teacher. And nothing is quite so efficient a means of developing ideal motherhood as these very sacrifices. They nurture a love that sees in every human being, whatever personal appearances may be, a child of the All-Father.

When school opens in the morning and the teacher notices among the children, who come trooping in, a boy or girl lacking in almost everything attractive to the esthetic sense, her heart is glad at the opportunity afforded for bringing joy and sweetness into a blighted and cheerless life. It is the joy that filled the Great Teacher when a suffering human being was brought to him, and which explains why he felt happier among publicans and sinners than in the society of the self-righteous Pharisees. The average mother would build a high board fence around her own, admitting to the sacred enclosure only "the nicest children"; she would deprive her child of the greatest advantage the universe has in store for him: the possibility of develop-

ing to its fullest extent the germ of sympathy within him. The teacher knows what a gain it will be for herself and her school to win the neglected child, and implant and cultivate in his mind interests that will enrich his future in their growth. The word of cheer and the smile with which she greets the newcomer are in themselves an education to the other children; but greatest is her own gain, for every kindly act has an ennobling influence upon one's character: and what is more precious than a noble character, whose core and essence is charity?

Editorial in October *Primary School*.

### To the Yellowstone Canyon.

What power hath wrought thy massive masonry!  
Laid by the silent forces of the deep,  
Aeons entombed in quarries subterrene,  
Hove to these mountain heights by Vulcan's throe,  
Chiseled and troweled by the hand of time,  
Thou standst impregnable.

And to what end?  
Were't but to bar the stream that frets thy walls,  
Thou hast too far o'ermatched its wildest might.  
Were it to shield the eerie hermitage,  
Where, on some crest that only wing can reach,  
The eagle may unfrighted rear her young,  
Intent were mean for such stupendous work.

These are of thee; but nobler end is thine.  
When o'er the hills autumnal splendor spreads,  
While pine and kindred trees alone resist  
The fitful fires that burn the summer's dress,  
We know that but a few brief days elapse  
Till what was beautiful is sere and dull,  
And worshippers are dumb and filled with grief.

Not transient thou. Perennial springs renew  
Even the flood that leaps into thy depths  
And would be gone. Thy walls have caught the hues  
That sometime Nature's alchemy hath mixed,  
And thus resplendent all their varied tones  
Thou in thy rich mosaics dost display  
In wondrous harmony. Yea, thou dost here  
Unceasingly show forth the majesty,  
The matchless glory, and enduring strength  
Of God's eternal forces. Man beholds  
In awe and wonder, ever worshipful.

CHARLES WINSLOW DEANE.

Bridgeport, Conn.



Blackboard Design for October. Margaret E. Webb.

## The School Journal,

NEW YORK, CHICAGO, AND BOSTON.

WEEK ENDING OCTOBER 11, 1902.

Dr. W. N. Hailmann, one of the most respected educators of the country, to whom American public schools and kindergartens and national education, generally, are greatly indebted in many ways, has resigned the position of superintendent at Dayton, Ohio. He intends to leave November 1 and devote himself to the publication of text-books. His position at Dayton has, for a long time, been a most unenviable one. He has had to contend with cliques and political obstructions. In spite of this, he has accomplished much good for the schools, and the Dayton teachers have been made stronger by his guidance and inspirational influence.

At St. Paul, Minn., conditions have been worse. Miss Sarah C. Brooks, whose presence as supervisor of primary education sustained those principals and teachers who regarded their work as worthy of their best thought and strength and effort, has left, and is now the principal of the teachers' training school of Baltimore. The people of St. Paul gave her a farewell reception, at which one citizen said: "If I had had, one year ago, an inkling of the possibility of such a loss as this, I should have put forth far different and more telling efforts in behalf of the city's highest interests." And yet, people far and wide were informed concerning the state of affairs at St. Paul. Citizens, generally, are far too tolerant—or, is it indifference?—when ring rule is laying its hands on the schools. Usually the magnitude of political corruption is not realized till the people at large are individually beginning to suffer severely in consequence. Let us hope that the loss of Miss Brooks will stir the callous civic conscience and establish a more worthy policy, in the conduct of public educational affairs, than has prevailed in recent years.

Baltimore has gained doubly by Miss Brooks's coming, in that the city has an intelligent, devoted, and energetic superintendent of schools to support the re-organization of the training school.

President Butler, of Columbia university, is positive in all he says and does, and that gives peculiar weight to his ideas. His annual report, issued October 6, is a strong document outlining a vigorous policy that will affect not only Columbia, but commands the attention of every large university in the country. His treatment of the financial problem, which confronts his institution, reveals the firm grasp of a man of affairs.

From an educational standpoint, the most interesting part is the presentation of new requirements for admission to the professional courses of the university. His proposition to grant the degree of bachelor of arts after two years of work will be more fully discussed next week.

The new licensing system introduced by Superintendent Maxwell has done much to stimulate a professional spirit and a more adequate interest in the study of education among New York city teachers. The effect extends far beyond the boundaries of the Metropolis. Teachers elsewhere who would like to find employment in the New York schools are studying hard to meet the higher, but none too high, requirements set up by Dr. Maxwell.

St. Peter's school, York, is probably the oldest school in England. Contemporary records prove its existence and renown before 720 A. D. Some antiquarians are inclined to believe that it was flourishing before St.

Augustine came to Canterbury and raised it to its high position as an ecclesiastical city.

Dr. Guiseppe Biller, of Bologna, who has for some time been experimenting with regard to the fatigue caused by school work, states that in a child of about twelve the work becomes gradually inaccurate, and is less in quantity and quality in the afternoon.

Wu Ting Fang, the genial Chinese philosopher who has been recalled from his post as minister, evidently believes in American educational methods, for he has enrolled his son Wu Chaochu for a two years' course in the Atlantic City high school, under Prin. Henry P. Miller. Wu Chaochu like other boys is fond of sports, but, as he says, is more interested in his studies. He possesses the sharpness and acute inquisitiveness of his father. From the Atlantic City high school which, by the way, has been wonderfully strengthened by the principal now in charge, Young Wu will probably go to Harvard.

### The Three R's With a Difference.

All teachers teach the three R's, but those who do no more are poor teachers. When Ralph Waldo Emerson's daughter told him of certain studies she was planning to pursue he remarked, "It matters very little what you study; it matters everything with whom you study."

The three R's will rightly form the bulk of the studies in all the school-rooms of the country. These have been the main things for all ages. But what a difference in results. Take an illustration:

A young man went to a village proposing to open a school. The people told him they had a school already that was free to all, but that if he chose to open another and assume the risks there was the basement of the church and he might use it. He accepted the offer and began.

He was asked what he was going to teach. His answer was, "Arithmetic, geography, reading, spelling, and writing." The people thought it strange he should simply cover the same ground as the other teachers and they watched the outcome with interest.

The school opened with five pupils. They reported, "He doesn't teach like other teachers exactly; he is a good teacher."

There were a good many in the village and vicinity who had a smattering of the three R's. They could read, but they read nothing of value. They knew a number of geographical names, but without any proper conceptions attached. They could spell a good many words of whose meaning they had no idea, to spell well being thought a great accomplishment. They could "cipher" but could not add up a column of figures with accuracy. Their penmanship was legible but they did not know how to use capitals, nor how to put a letter together in proper shape.

The new school rapidly increased in numbers. The larger girls and boys seemed to feel that here was an unusual opportunity and by November the room was crowded, nearly one hundred being in attendance. This was a subject of much comment at the village store.

"He teaches the same things they do down at our school-house and yet—and—won't go there, and they have to pay Mr. Sparks too." It was a problem they could not solve.

One young man, being asked to point out the difference between Mr. Sparks' school and the other said, "Well, we get hold of things and understand them as we never did before. Now we want to read books and know more. We got tired of going to the other school. No one is tired of going to this school."

After fifty years had gone by two pupils of this school, one a noted lawyer in New York, the other a



merchant, met and began to talk over "old times." Both said that the winter spent in that basement was the making of them.

Let us look at this as a problem. How is it that two men should both teach the three R's and one accomplish so little and the other so much? It is plain that the former looks upon the learning of the three R's as an end; the other as a means to a higher end. The former would define education as knowledge of the three R's the latter as a comprehension of the world and of himself.

One of the saddest things for an educated person to see is described by a writer in one of the magazines. She had gone into an elevated region of the state for her health and had taken up her residence in the family of a well-to-do farmer.

"Here were two sons, one eighteen, and the other twenty years of age, both intelligent young men; the father was the sole trustee of the school—a very decent building less than half a mile away. What amazed me was the utter indifference of these young men to the world around them. One was already courting a neighbor's daughter and expecting to marry her in a year or two. They read no books except some cheap five and ten-cent novels they secretly bought in the village.

"They could do farm work, they had learned a routine from their father, but it seemed to me they lacked the fiber and sturdiness he possessed. He was about as well grounded in the rudiments of knowledge as they, was not opposed to their having more education, but they did not want it.

"The new school teacher came to this farm-house to board and then I thought I discovered the cause of the flaccidity of these young men, and of the young people here in general, for I found they were types of what existed in other farm-houses. This man possessed a certain degree of scholarship, but it had not affected his character; it was laid on the outside, as we see stucco put on coarse bricks to make them look like stone. He was harmless, without a definite purpose, with no clearly defined ideas; but able to tell whether a child spelled 'plague' right or not."

This may seem a severe arraignment of the school system we extol so much. But is it not true that we expect too much of the three R's? Is it a knowledge of them that distinguishes people? Did this set apart our Washington or our Lincoln? All admit the value there is in knowing how to read and write, but is not our peril that the advance made possible by the three R's is not taken?

A good many studies of tramps have been made and it is agreed that without exception they possess a knowledge of the three R's. One writer who lived among them in disguise says they brought in newspapers and books from their begging expeditions; a cheap novel would be read and criticised. It is plain, therefore, that while the three R's may be conveniences of civilization they certainly do not form, purify, and ennoble human character.

### Indian Day Schools.

Day schools are coming to be recognized as perhaps the most important factor in the civilization of the Indians. The system in operation at the Pine Ridge agency, S. D., is described by J. J. Duncan in the *Southern Workman* for October.

There are thirty day schools on Pine Ridge. A brief description of one of them will give the reader a general idea of all. There are two main buildings, one a school building with vestibules, and the other the teachers' cottage. The cottage has four rooms, one for an industrial room for the girls, the remaining three for the exclusive use of the teacher and his family. The cost of the buildings is, in round numbers, \$2,000. The government has fenced off from forty to eighty acres at each school for the exclusive use of the teacher. This affords plenty of pasture and hay for what cows he

needs and a team of horses. The most desirable location is chosen, usually near some living stream and in the midst of an Indian camp of from two to three hundred Indians.

The literary work of the school is carried on very much as in the white district schools. One hour of the school time between nine and four is required to be devoted to industrial work. During this hour the boys saw wood, carry water, clean the premises, make gardens, etc., under the supervision of the teacher. The girls are taught sewing, washing, ironing, mending, cooking, and sometimes fancy work under the supervision of the housekeeper. None but male teachers are employed at present on this reservation, and their wives are housekeepers. The teachers receive \$900 per annum and the housekeepers \$300. The average attendance here is probably as good as at any of the white district schools, and in some cases it is better.

### Educational Meetings.

Secretaries of teachers' organizations are requested to notify the editor of dates of meetings and of election of officers.

Oct. 10-11.—Illinois Schoolmaster's Club, at Peoria.

Oct. 11.—New York Society for the Study of Classroom Problems.

Oct. 11.—Schoolmaster's Association of New York and vicinity, at New York.

Oct. 11.—New York Schoolmasters' Club, at the St. Denis.

Oct. 13.—New York Grammar Teachers' Association, at Normal college.

Oct. 15-17.—Joint meeting of the New York Council of School Superintendents and Massachusetts Superintendents' Association.

Oct. 16-18.—Eastern and Northeastern Iowa Teachers' Associations, at Cedar Falls.

Oct. 17.—Connecticut State Teachers' Association, at New Haven.

Oct. 17.—Essex County Teachers' Convention, at Peabody, Mass.

Oct. 18.—Brooklyn Principals' Association. Address by Dr. J. M. Rice, editor of *The Forum*.

Oct. 23-25.—Rhode Island Institute of Instruction at Providence.

Oct. 23-25.—Vermont State Teachers' Association, at Belows Falls, E. G. Ham, Montpelier, secretary.

Oct. 23-25.—Northern Illinois Teachers' Association, at Rockford. Supt. R. B. Hayden, Rock Island, chairman of executive committee.

Oct. 23.—Worcester County Teachers' Association, at Worcester, Mass.

Oct. 31.—Plymouth County Teachers' Association, at Hingham, Mass.

Oct. 31.—Franklin County Teachers' Association, at Shelburne Falls, Mass.

Nov. 14.—New England Association of School Superintendents, at Boston, A. J. Jacoby, Milton, secretary.

Nov. 20-22.—Northern California Teachers' Association, at Redding.

Nov. 28-29.—Massachusetts Teachers' Association, at Boston, Supt. L. P. Nash, Holyoke, secretary.

## THE SCHOOL JOURNAL.

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## A Deaf-Blind Pupil.

Not very long since the inspector of schools for the deaf in Wisconsin came across a deaf-blind child, in Wausau, who had lost both sight and hearing at the age of six years from an attack of catarrhal fever. Her people were poor and the child was kept at home where she helped her mother in many little household duties, becoming especially skilful in the use of the needle.

It happened that the inspector had read in THE SCHOOL JOURNAL an account of the education of another deaf-blind child and felt convinced that Eva would develop wonderfully under proper training. Accordingly, he wrote to Supt. C. P. Cary, at the Wisconsin School for the Deaf at Delavan. A discussion of the child and the education which she is pursuing are described by her teacher, Miss Hypatia Boyd.

When Eva Halliday was admitted to the school in February last, Miss Boyd writes, she was fifteen years old, and the first deaf-blind pupil ever received by the institution. Her physical appearance was attractive, her eyes large, her forehead broad and indicative of great mental activity, the expression of her face beautiful, and especially so when she smiled and showed her dimples.

The deaf-blind girl was sitting with a doll in her lap when her teacher formed her acquaintance and succeeded in teaching her the word "doll" by means of the manual method. Eva's fingers were moved so as to spell the letters d, o, l, l; then she felt of the doll as the object, and at once her face lit up with a wondrous look of intelligence, and she nodded her head to assure her teacher that she understood what "doll," as spelled by the finger alphabet, stood for. She next spelled the word independent of her teacher's help.

The superintendent's instructions for her education were as follows:

The early instruction will be of two kinds: The first free, spontaneous, natural, and without any special reference to the child's present state of knowledge. The idea in this instruction is to place the child as nearly as circumstances permit in the same atmosphere for learning that the normal child is in when living with its elders—parents, elder brothers and sisters, relatives and friends. In carrying on this part of the work the teacher will communicate with the child in any manner that she discovers to be possible and as rapidly as means of communication permit she will proceed to communicate about all manner of things in which children are supposed to be interested, without any special regard to what is comprehended fully and what is not.

The second phase of instruction, or what some might call the instruction, will be first in the direction of teaching the manual alphabet and the spelling out of the names of familiar objects and the close association of the name and the object. As soon as some familiarity with the manual alphabet is secured full sentences with verbs of motion will be taught.

Further directions will be given as the instruction proceeds. In addition to the language side, instruction and practice will also be given in sewing and other manual work as the child is found capable of doing.

Attention should also be given to play and exercise daily.

In accordance with these directions, Eva was taught the use of the manual alphabet. The next two words she thus learned were "ball" and "candy." A ball of yarn and any round object was a ball to her, and a piece of horehound candy enabled her to comprehend the word "candy." Soon she had acquired more than a dozen words. One successful device was as follows: A box filled with toys was placed near her table; the teacher then spelled into Eva's hand the names of the objects by means of the manual alphabet, and as Eva recognized the words she handed to her teacher the toys asked for. When all the toys had been disposed of in this way, Eva would spell the words herself and the teacher would return the toys one by one.

She knows over 200 words including many sentences, most of which she made up herself. As an explanation of an original sentence, "Thunder is good," she said in

her sign language that thunder makes the rain fall and the rain makes the trees pretty.

In the meantime, Mr. William Wade, of Oakmont, Pa., the great-hearted friend of the deaf-blind, became deeply interested in Eva, with the result that before long he presented her with a braille-writer for the blind. She was eager and quick to learn its use, and after a few moments could spell the word "cat" on it. She then felt of the various points which go to make up the word "cat" in braille and thus at once comprehended what it meant to "read" in braille. She was so proud of her ability to write on the machine and to read that after filling a sheet with the word "cat" she took the paper to the girls in their study-room and told them all about it. Eva's eager interest in her braille-writer and in reading her braille books has continued ever since.

Besides learning to use her braille-writer and books, and to spell in the finger alphabet, Eva has been taught the sign language, and all this has helped her so much in her progress that she knows over a hundred and twenty-five words, including many sentences. She knows also several members of the faculty and a number of pupils by name.

Thus, when she meets any one, and touches his or her arm, and shakes hands, she quickly says: "You are"—(giving the person's particular sign-name). Her accuracy in thus knowing who is who is a source of much wonder, but it is believed to be due to her keen sense of touch, her sense of smell, her readiness in distinguishing between the tread of various footsteps, and her ability to remember the forms of different hands.

It is also owing to her extremely acute sense of touch or feeling that she can walk from room to room, anywhere in the dormitory, by herself, and it is rare indeed when she runs up against obstacles in her path. She knows when her teacher or any one is laughing, and she finds it out simply by placing her index finger on the cheek of her companion.

In the same way, she is very fond of feeling the vibrations of music. One of the professors has a music box, and that one fact is enough to make Eva wish to call at his home as frequently as possible.

Eva is of a very sociable nature, and she thoroly enjoys meeting others in their homes. She also takes keen pleasure in the daily walk to Delavan with her teacher, and so sure is she of every step she takes that should the two meet a professor on his way to town, Eva, owing to the narrowness of the sidewalk, would quicken her pace and walk by herself just in front of her teacher. She has been seen to walk alone from the school-house to the dormitory, and this freedom on Eva's part is but one form of a "hide and seek" game that the deaf-blind girl delights to play.

Aside from her daily walks, Miss Boyd gives Eva lessons in dancing and calisthenics, and these have done much to lessen the girl's awkwardness of gait, carriage, and general appearance.

This certainly is an interesting educational experiment and its results thus far have been a source of comfort to the friends of the child.

Eva has also been given instruction in sewing and her progress in needlework has been rapid. One especially beautiful piece of work was a little doll dress with trimmings.

The encouraging hint that this story of Eva Halliday affords to the primary teacher is that the fundamental laws of teaching are universal. Equipped with a love of children, patience, common sense, and knowledge of the best ways of teaching beginners, a teacher will have no difficulty in conducting the education of otherwise normal unfortunate children deprived of one or two senses. Experience and the scientific study of physiological laws may be desirable, but they are not necessary to success. Attitude, willingness, sympathy, a desire to do one's best, these are the things that assure success.

## The Class Room.

### Chalk Talks and Chalk Modeling.

By IDA A. ELLIOTT, New York.

Many teachers who realize the importance of black-board chalk talk modeling hesitate about attempting it because of "little or no artistic ability." But it does not require unusual ingenuity or artistic talent, only a little practice and the clarifying of the mental image by closer observation. The desire to reproduce objects will of itself strengthen the observational faculty. The little girl who defined drawing as thinking then marking round the think, was not far from right.

Gesticulation is the primitive means of making wants manifest. It is the child's natural way of trying to make others see *his* mental image. Now put chalk in his hand, and place him where the sweep of his hand shall cause a mark to be left on the blackboard, and you have a gesture in chalk; or "Broad chalk modeling."

The sweep of the chalk upon the board should be as freely, easily, and unconsciously made as the sweep of the hand thru the air. The thought should flow as freely from the chalk as from the tongue in conversation.

Chalk modeling involves: first a clear mental image. If you are asked to describe your mother's face, or the face of an absent friend, you must image it clearly yourself before you can make another do so. Your power of expression and his visualizing ability will affect his



image, but you cannot express yourself clearly if your image is not clear. No effort should be spared to gain power in observation and imaging. How this faculty may be developed and trained by means of chalk sketching can be best brought out by means of a few simple rules.

#### Rule 1.—Never Copy.

Never transfer the picture to the board or paper while looking at the object or picture of the object which you wish to reproduce. Copying is a mere crutch and has little educative value. It is far better to form a clear mental image of the object or picture by examining and studying it carefully and then to reproduce your mental image. Having finished the sketch, compare it with the real object or picture, study out and consider all deficiencies, and then try again. Both the observational faculty and the imaging power will thereby be developed, while facility with the chalk is increased.

Rule 2.—Do not draw the same thing over and over again. What the teacher needs in her work is versatility, adaptability. The most adaptable teacher is usually the best teacher. To do good work the teacher should be able to sketch broadly with chalk nearly every object which she teaches the child.

After sketching an object or a group of objects, sev-



eral times, until the image is somewhat clear, it is best to leave it for a time and sketch an object or group of objects of another class, always of course, reproducing the mental image. Having sketched the second group

until the mental image approximates accuracy and clearness, pass on to a third.

We would advise the frequent rearrangement of objects; for instance, if you sketch a house at a given angle this time, turn it at another angle next time. If front view this time, sketch corner or side view next time. If the tree is back of the house this time, put it in another position next time.

Having sketched several groups of objects, you may now combine the groups. Suppose you have practiced log cabins, Eskimo huts, and grass thatched houses; also a few deciduous and a few evergreen trees. It will be well now to combine the groups and to arrange and rearrange the trees with the different kinds of houses, where they would be naturally environed. By thus changing from one class of objects to another in your practice, and combining and rearranging the objects, you get at the same time versatility and facility with the chalk. If you now try again to sketch the first group you will probably find that you can sketch it much better than before, and without doubt better than if you had spent all of the time on it alone.

#### Rule 3.—Never use the end of the chalk.

It is too slow and involves too much detail. In a chalk talk the reproduced image should grow under the hand as rapidly and fluently as tho it were being described orally. Fine detail is not called for in broad chalk sketching. It is not well to attempt portraits or other objects that require fine detail or accurate outline, by this method.

If, for instance, the reindeer or camel is to be studied in detail, its parts, functions, habits, and its adaptability



to its environment, we should prefer to take more time and sketch a perfect outline with the end of the chalk; but if a story is being told in which the animal is simply being given its proper environment, it can be executed more rapidly and tellingly by broad chalk methods.

While the story is going on the reindeer can be shown gathering its food from under the snow in the evergreen forest; or the camel stopping for food and drink in a desert oasis.

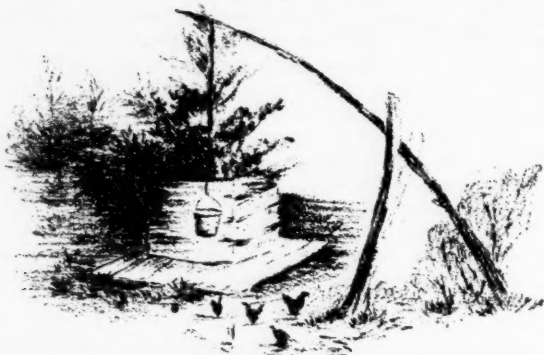
The teacher who at first cannot sketch in the presence of her class, but who comes early in the morning and gets the sketch on the board ready for the day's work has made a long step forward. But when with a little practice she becomes able to sketch while talking, she will not only get better attention, but the information will be gathering force and vividness thru the eye as well as thru the ear of the child, and will accordingly be better remembered. In fact, chalk-talk sketching and diagramming should accompany nearly every lesson.

It may be asked if such rapid sketching does not develop a habit of carelessness, which interferes with those phases of art which require more detail. Careless habits of drawing should of course be avoided in this as well as other forms of art, but rapidity does not necessarily mean carelessness. Chalk modeling has its own proper place and purpose. Facility in it means more facility in the other art branches together with a better comprehension of its special work.



Now let us take chalk in hand and with perfect confidence in our success begin our work.

In order to overcome the hampered and cramped habit which many teachers have acquired by slow figuring and fine work, stand well back from the board and



practice drawing full arm circles with the broad side of the chalk, trying to get a perfect circle having the same width of line and shaded the same thruout. Next practice throwing the shade to the right side, left side, top, and bottom. Reduce and increase the size of the circles, always using full arm sweeps, until you can make them any size you desire, and throw the shade where you want it.

You may now begin the sketching of straight lines; draw them of different widths at different angles. Use



the flat side of the chalk for a wide line; for a narrower turn it a little, and for the narrowest turn it still more, so that it will strike the board lengthwise. By this method you can produce any width of line you desire with the broad side of the chalk. Having succeeded in getting different widths of lines at different angles, practice shading. This is attained by exerting more or less pressure. In blackboard work shades or shadows are produced by allowing the board to show thru, while the chalk brings out the high lights. Broad sketching may be done on paper, where it will be found that the high lights are produced by allowing the paper to show thru, the reverse of chalk modeling on the blackboard. Since we are dealing with chalk talks and modeling for school-room purposes, we shall confine ourselves to board work and speak of lights being produced with much and shadows with little or no pressure.

Now try shading the lines as you draw them of different widths and at different angles.

Begin with light pressure and let it grow heavier. Begin with heavy pressure and let it grow lighter. Make the strokes from left to right; from right to left; from top to bottom; from bottom to top.

Try to keep the width the same thruout the length of the line and draw each line with one stroke of the chalk. Now practice drawing circles and lines alternating light and heavy pressure. Where the highest light is required exert the utmost strength of wrist and fingers. In the shadows, when the board should show thru, no attempt should be made to fill in the spaces; it is the transparency that gives the required result.

Rule 4.—Never work the drawing over. It spoils the shadows, obliterates detail, and makes the work

look mussy. From the first you should try to put the chalk on the board so as to produce the required effect, then let it alone.

As the circle and straight line are the basis of all drawing, it is well to put considerable time on their practice.

The necessary rules and directions might be formulated as follows:

1. Become a close observer.
2. Do not copy.
3. Do not draw the same thing over and over.
4. Do not use the end of the chalk.
5. Do not work the drawing over.
6. Learn to talk as you draw.
7. Become a good story teller.
8. Have confidence in yourself, for your ability to draw depends only on your power of observation and thought.

### How to Make a Hektograph.

(In answer to many inquiries.)

The materials required for making a hektograph are:

- 1 pt. Glycerine
- 1 pt. Water
- 4 oz. Gelatine

These, together with a tin pan to hold the pad when made, will cost about seventy-five cents.

Dissolve the gelatine in the pint of cold water. Then add the glycerine. Put upon the stove, stirring so that it will not burn.

When the mixture begins to boil, pour it out into the pan to cool. If any air bubbles appear, prick them before the material begins to harden. When cold the surface will be hard and smooth.

The pan should have up-turned edges, and should be about eight by twelve inches, to correspond with the sheets of unglazed paper sold for use with the hektograph.

The directions given below for using the hektograph should be carefully followed:

Use hektograph ink and a coarse pen. Every stroke of the pen should show a green luster when dry, otherwise the copies will not be clear. Allow the ink to dry thoroly.

Dampen the surface of the hektograph with cold water and dry slightly with a newspaper. Then place the written copy face downward upon it and press every part of the sheet down gently with a soft cloth. Allow it to remain for from two to five minutes (according to the number of copies desired), then peel it off slowly. From the impression thus made, by placing one sheet of paper on it at a time, as many copies as desired can be taken.

After using, the surface of the hektograph should be thoroly cleaned with luke-warm water and a soft sponge, partially dried with a newspaper, and then allowed to become thoroly hardened before further work is done upon it.

### The Spell of a Rhyme.

The following "rhymes" from an English paper well illustrates peculiar relationships between spelling and pronunciation in our language.

A certain young lady of Belvoir  
Was suddenly seized with a felvoir.  
She said it was doe  
To a nail in her shoe;  
But the doctor declined to belevoir.

A fox-hunting yoeman of Leicester  
Once bought a young filly to teicest her;  
She snorted and neighed  
Till the man was afreighed,  
So he sold her and fervently bleicest her.

There was an old person of Alnwick,  
Whose appearance was almost satalnwick,  
If seen in the street  
People beat a retreat;  
In fact, he created a palnwick.



## The Educational Outlook.

The college at Tung-Chou, in China, where 145 Christians were massacred in the Boxer uprising, has been re-opened, and has received many congratulatory gifts. Over 8,000 Chinese, who were once Boxers, took part in the opening ceremonies.

Mr. George Vincent, in a paper read before the National Master Plumbers' Association of Sydney, N. S. W., lays great stress on the need of technical schools for the proper education of plumbers, and congratulates the splendid institution for this purpose at Ultimo, N. S. W. A system of plumbing, perfect in handicraft, may be dangerously defective in plan and arrangement, and to overcome this a thorough knowledge of economic systems is necessary, based on the principle of sanitary science. Theory and practice must go together.

The president of the Chicago Federation of Labor has urged the Teachers' Federation to acknowledge itself as a bona fide labor union and affiliate with the central labor organization from which they will receive full support, even to the indorsement of a strike. This step was decided on because of the board having deducted from the teachers salaries their pay for Labor day, which action the unions look upon as an insult to organized labor.

H. Parker Williamson, professor of Romance Languages at the University of Chicago, has returned from Paris accompanied by the son of a surgeon-general in the French army, who has come to study medicine at the Rush Medical college. Professor Williamson says there is a decided sentiment in France in favor of American educational methods especially along scientific and professional lines and predicts the influx of many French students in the American schools.

An interesting work is shortly to be published under the editorship of Henry Gannett of the Geological Survey: It gives the origin of the names of over ten thousand places in the United States, besides valuable local and general historical data.

At a meeting of the trustees of Leland Stanford, Jr., University, Mrs. Stanford announced the letting of contracts for a \$500,000 gymnasium, and plans for a library to contain 1,000,000 volumes, besides twenty-four departmental libraries. There are about \$3,000,000 worth of buildings now under construction. Mrs. Stanford also said that the university must be forever non-partisan in politics, and non-sectarian.

WASHINGTON, D. C.—Two important appointments have recently been made by the librarian of Congress. Worthington C. Ford, for five years chief of the bureau of statistics of the treasury department and later connected with the Boston Public library, has been appointed chief of the division of manuscripts. These relate chiefly to American history in which Mr. Ford is already an authority. Mr. O. G. T. Sonneck has been appointed head of the division of music. He took courses in this subject at the Universities of Heidelberg and Munich, and is well known as a writer on musical subjects and composers, and has been engaged for some time in research with regard to the history of secular music in the states.

CLARKSVILLE, TENN.—Prof. Alfred Livingston, of Somerset, Ky., has been elected superintendent of city schools. He is a graduate of the Southern Normal school, and for three years pursued special pedagogical courses at the University of Nashville and of Chicago, and has had much experience as a teacher. He has successfully engaged in institute work for several years. He has been president of

several leading educational and pedagogical associations in Kentucky, and will bring this wide experience to bear in the work to which he has now been elected.

BELOIT, WIS.—President Eaton is again at the head of Beloit college, and Mr. William A. Hamilton, of Chicago university, has been appointed instructor in astronomy and mathematics in the place of Professor George Bacon, who now holds the chair of physics in Worcester.

ST. LOUIS, MO.—The Bohemian Catholic Congress lately demanded the right to send their children to parochial schools, on the ground that the parent, not the state, has first right of authority over the child. They did not object to the public school system, but believed that religion is the basis of morals. They also opposed "socialistic ideas" as typified in giving free books, clothing, and food to school children.

MEMPHIS, TENN.—The schools are overcrowded greatly on account of having at present to admit free children actually outside the city's limits. Matters will probably be arranged so that this difficulty will soon be overcome. At present under an injunction by the court their admission must be permitted.

BROOKSVILLE, FLA.—There is a lack of teachers in Hernando county, but it is expected that all the schools will be opened by Oct. 1. Education seems to be on the up grade here, and in some cases the school year has been increased from six to eight months.

COLUMBUS, MISS.—The eighteenth annual session of the Industrial Institute and College of Mississippi opened on Sept. 17, with 600 students, the largest attendance on record.

Two special courses are announced by the Brooklyn Institute of Arts and Sciences, by Prof. Edward H. Griggs, president of the department of philosophy. "Personal Development Studied in Autobiography" is the subject for one course; Shakespeare's plays will form the topic of the other. These courses will be on Saturdays beginning Oct. 11 at 9.45 A.M. The tuition fee for each course for the year is \$10.

HAZLEHURST, MISS.—A new \$35,000 high school building has been erected. It was established in 1888 and has been very successful. Many other civic improvements are to be noted in this progressive town.

State Supt. W. W. Stetson, of Maine, has named the presidents of Bowdoin, Colby, Bates, and Maine university to arrange for the selection of Rhodes' scholars from that state, as far as regards scholastic attainment. The other qualifications necessary must be decided by others as the will directs.

PITTSFIELD, MASS.—The mayor has ordered 1,000 tons of coal from Wales to provide for the schools and the poor for the coming winter.

PROVIDENCE, R. I.—Brown University has added two new departments this year—political economy and education. The entering class was exceptionally large.

BOSTON, MASS.—An examination will be held, shortly, of candidates for certificates of qualification to teach millinery in the public schools. Candidates must have testimonials as to character and fitness for the work.

HYANNIS, MASS.—Typical occupations are taught the children at the State Normal school here, so that they learn common practical industries of life and how

LIMA, N. Y.—For many years the money appropriated by the state for school purposes here has been equally divided between the Roman Catholic parochial and the Protestant public schools. An agitation which is causing trouble has sprung up to have all the school moneys turned over to the public schools.

MEADVILLE, PA.—Prof. S. H. Birdsall, a graduate of Allegheny college, has introduced an original system of music teaching with modulators and charts which has been adopted in several western schools.

### Miss Anne J. Clough.

The higher education of women in England was due in great measure to the earnest efforts of an American. Miss Anne J. Clough, the real founder of Newnham college, was born in Charleston, S. C. Taking up her home in England, she loved to go into the national schools and talk to the children, and as she lived in Liverpool it was easy for her, who loved teaching better than anything else in life, to cross the border into Wales and help there. When her father died it became necessary to help out the family expenses and she had a home school. Mrs. Humphry Ward was one of her pupils.

The "Council of Education" with its lecture course in the principal cities, held in 1867, was her work, and this ended in the Cambridge examination for girls. Professor Sedgwick, a great promoter of this scheme, insisted upon Miss Clough taking charge of the home for girls attending the lectures. When Newnham had ceased to be a dream, Miss Clough superintended its building. For five years she had the entire household on her hands and arranged the work of each student. Her old pupils say that she was kindness itself, full of sympathy, and with a peculiar gift of knowing the character and qualities of each girl, and the best way to manage her.

She began and fostered the "University Association of Women Students"; she organized a university settlement at Southwark, East London, and anticipated the university extension by opening her house during summer vacation to elementary teachers. The death of her brother, Arthur Hugh Clough, the poet, was a blow from whose crushing force she never recovered, but she steadily maintained a cheerful demeanor and was always ready to help and comfort all who needed such service.

## Educational New England.

to bank, to observe weather conditions and keep records, and to cultivate the ground. At the Mechanics' Fair lately held here attention was called to the exhibition of forty-three different kinds of flowers raised by children in the second grade in the school garden.

After a lecture on "School Gardens," by the superintendent W. A. Baldwin, forty children from the school entered Paul Revere Hall and were soon engaged in some of the industries taught—hammock weaving, rug weaving, sewing, darning, basket making, and various occupations.

STAMFORD, CONN.—The schools have been working only half time on account of the scarcity of coal. They may have to be closed altogether.

NEW HAVEN, CONN.—There is a wide distribution over the world of students at Yale this year. There are six from Nova Scotia, one each from Manitoba, Mexico, India, Australia, Greece, Macedonia, Antigua, B. W. I., and Armenia. Among those from the thirteen states represented, New York stands first with 338 students.

## In and Around New York City.

In all growing cities, especially in maritime ones, the problem of keeping pace with the varying growth of population has always been hard to solve. In New York, under the present board of education, every effort is being made to cope with the difficulty. Thanks to Dr. Maxwell every resource of the school system is made serviceable to house at least every child over six years of age. Pupils under six as far as possible will be received in the kindergarten schools; but at present it has been impossible to provide classes for all that may be eligible, tho many extra rooms will shortly be opened.

With regard to older pupils, there will be no actual refusals, tho many part-time classes have had to be organized. The slowness of contractors is somewhat accountable for this, as well as the handicap in lack of accommodation with which the present board was confronted. Before June, 1904, there will be added accommodation for 100,000 more pupils; and tho the pressure may be heavy until spring, it will gradually decrease.

Of the added sittings 31,980 will be ready before June, 1903, and 21,520 of these, it is hoped, before February, 1903. So that at least one-third of the half-time pupils will be accounted for by that date. But to catch up with the demand and the dilatoriness of the past necessitates the building of many more schools in 1904, 1905, and 1906. And it is to this that the present board is now applying its energies.

Dr. Matthew L. Elgas, who is in charge of the evening schools, has under consideration the establishment of evening technical classes, to which the board will heartily co-operate. This will give to those engaged in trades an opportunity to equip themselves for better positions.

There will be free evening classes for women at the Wadleigh Annex, One Hundred and Nineteenth street. Every evening from 7:30 to 9:30. The studies include bookkeeping, arithmetic, stenography, grammar, mathematics, Latin, French, and Spanish.

Mr. Simmons, superintendent of supplies department of education, has enough coal to last the schools for some time, and has contracts, up to May, for wood, which he will use for temporary heating, on damp or unusually cold days, till winter sets in.

Among the names of the lecturers at the School of Commerce and Accounts of New York university are the following: Mr. Noyes, financial editor of *The Evening Post*, author of "Thirty Years of American Finance;" Chas. A. Conant, author of the "History of Modern Banks of Issue;" and Thos. F. Woodlock, editor of *The Wall Street Journal*, and an author of several books on railroad finance.

Teachers' college is offering a new course in agricultural nature study, under Professors Woodhull, Dodge, Lloyd, and Dr. Bigelow. The course will be given twice a week, and will consist of lectures, excursions, laboratory, and field work.

Among the sanitary inspectors lately appointed, after a severe examination, figure the names of two women, Drs. Guy Brewster and Gertrude Light. Both are college-bred and active physicians. The former studied at Cornell Medical school, from which she received her M.D., and is, at present, assistant physician of neurology at the Presbyterian hospital. Dr. Light received her B.A. from the university of Wisconsin, and her M.D. from Johns Hopkins. They both have a knowledge of the city's poor districts.

The library of Columbia university, which has just begun its 149th year, has acquired the genuine and first issue of the Chinese encyclopedia. "T'u Shu Chi Ch'eng," comprising 5,200 volumes. There

are also acquired a number of rare philosophical volumes, including a first edition of Kant and of Aristotle's works complete.

The Catholic university has opened a School of Pedagogy at St. Francis Xavier college, 30 W. Sixteenth street. Lectures will be given from Monday to Friday, at from 4:00 to 6:00 P.M.; on Saturdays, from 10:00 A.M. to 12:00 M. Dr. Pace, dean of the faculty, has registered the institute with the regents of University of the State of New York, and hopes to obtain the approval of the board of education. It is proposed to grant degrees in pedagogy.

The chair of Chinese established by General H. W. Carpenter at Columbia university will be filled by Prof. Friedrich Hirth, a leading authority on oriental philology and art. Dr. Hirth comes of German parentage, and has spent much of his life in the Chinese customs service. He is president of the Royal Asiatic Society and has published two instructive books on China and Chinese medieval industry. He has made valuable researches to show the Chinese origin of the Huns, and in 1885 discovered a polyglot, which contained the only written evidence of the lost language of the twelfth century.

Thru a misunderstanding a little difficulty has arisen in the nominating system. The committee construed the filling of the blanks to mean that the licensee would accept positions *only* in the borough or boroughs marked. Hence some have been passed over because of lack of vacancies in those special boroughs. Hereafter teachers will be asked to indicate boroughs in which they will *not* accept appointments.

Previous to the formation of Greater New York the treasurer of the Woodside (L. I.) school board had \$50,000 cash, of which \$20,000 had been voted for a new school building. Six lots were purchased which the city now owns, but no school has been built, and pupils in N. Woodside have to walk two miles to school. Efforts are being made to find out what has become of this money since incorporation. A new school is badly needed.

The New York Academy of Sciences begin their winter program on October 6. There will be thirty-three meetings, which will be held at the American Museum of Natural History, Seventy-seventh street and Central Park West. Eight lectures will be devoted to the section of astronomy, physics, and chemistry; eight to the section of biology, eight to the section of geology and mineralogy, and nine to the section of anthropology and psychology.

YONKERS, N. Y.—The board of education thru its president has decided to import enough coal from Wales to heat the schools in the winter. The local dealers refused to put in bids. It is stated there is not a sufficient supply in the city for one month.

### Substitute Teachers.

The board of superintendents is attempting to devise more satisfactory rules for the disposition of substitute teachers. The suggestion has been made that each district superintendent's office be a station for substitutes in his districts, and thus principals could quickly be supplied by application over the telephone.

There will be no examination for principals' licenses this year.

While the evening schools will be open as heretofore, five nights a week, a person, with permission of the principal, may attend on alternate nights.

### Y. M. H. A.

The Young Men's Hebrew Association opened its classes on Sept. 15. The

courses are free to any respectable young man. A thoro commercial education is offered, with the addition of French, Spanish, and Hebrew. Applications should be made to Mr. Mitchell, superintendent, at Ninety-second street and Lexington avenue.

### Teachers' Meetings Oct. 11.

Schoolmasters' Association of New York and vicinity, at the Brearly School Building, at 10:30 A. M.

New York Society for the Study of Class-room Problems, at the Hall of the Board of Education, at 10:30 A. M.

Schoolmasters' Club, at the St. Denis, at 6 o'clock P. M.

### Selection of Text-Books.

DISCUSSION BY THE MALE TEACHERS' ASSOCIATION.

An interesting, if somewhat small meeting of the Male Teachers' Association was held on October 3, at 166 East Sixtieth street.

A paper was read by Mr. Van Evrit Kilpatrick on "text-books," dealing with the problem as to whether the supply list should be reduced to a single book for each study. The single text book system was to be abhorred, and a freedom of choice to be fostered by the teachers of New York. This would enable the selection by them of books most suited to their class and neighborhood, and to their individual methods. Educational progress would be benefited, and a freedom of criticism should be welcomed. It would lead to a stimulation of authorship and a healthful competition among publishers, besides developing the responsibility and individual strength of the teacher.

There are decided disadvantages to a single text-book system. It might be unadaptable to local conditions and to the teacher. It would tend to monopoly and certainly would deprive the teacher of an important pedagogical function. The claim of uniformity is weak, as this is not an end in education; and the less cost of books, tho admitted, is far outweighed by the sacrifice of educational principles.

The speaker suggested as an improvement the following plans: Eliminate from the lists unscientific and unpedagogical books; do away with books actually rated above their market value as instructors; and, in each school, have a conference of principals and teachers, under approval of the district superintendent, to meet twice a year to choose the supply of text-books needed for the following year.

In discussion, it was suggested that the range should be limited, say to six books in each subject. It was urged that teachers should be conservative in helping to cut down expenses in the city, and that, for this reason, there should be a restriction of some kind; and that the period of use should be shortened, and the books themselves made less bulky. A plan advised as to how to limit the number was, that each teacher should be asked to state the one book in each grade he preferred in each subject, and also the next best, and from the lists so produced, half a dozen most preferred should be finally chosen in the various subjects.

### DINNERS.

Special attention was requested by all teachers to the four dinners of the winter. The first will take place on October 18. At end of these dinners, one of the state board of instructors will be present. Dr. I. V. Stout will be at the first, with Mayor Low and Superintendent Maxwell. Hearty co-operation is needed to make them a success socially and intellectually.

The subject for discussion at the next regular meeting, November 7, will be "Departmental Teaching in Elementary Schools."



## The Busy World.

Emile Zola.

On September 29 there passed away in Paris, Emile Zola, a writer of vast industry and power. How much of it has been wasted or misapplied we will not undertake to discuss; time will determine this. His was a modern school of intense realism, carried by its very intensity into the borders of brutalism. Right or wrong he was an artist of a high order. Every work was the embodiment of a philosophic thought; everything contributed to the elucidation of some central idea, political, social, or legal. Atavism was his one absorbing passion in his novels, as witness his "Rougon-Macquart" series. Following this came the "Trilogy of the Three Cities," representing the principles of Faith, Hope, and Charity. The "Four Evangelists" deals with home life, the solution of the labor problem by co-operation, the separation of church and state, and the principles of race emancipation.

There is no writer that approaches Zola in the power of depicting humanity in the mass. That he had the courage of his convictions, his famous "J'accuse" in the Dreyfus case sufficiently attested, and the Pope himself granted the honesty of the writer, altho Zola was under the ban of the church on account of his ecclesiastical views.

Zola was born in 1840. His father was an Italian engineer and died when Zola was seven, leaving him only debts and unsatisfied claims as a heritage. His early education was obtained at a primary school and later at the Lycée Saint Louis. He was fond of literature, history, and poetry, but disliked study. His conduct was always good, and in boyhood and after life he was fond of seclusion.

Failing to secure a degree he obtained a clerkship at \$12 a month. On this he tried to support his mother and himself in two small rooms, till his mother left to join friends in Provence. "A pennyworth of bread was his usual meal; he considered himself rich when he could add a pennyworth of pork," says a biographer. He could not afford the luxury of a fire in winter. During this struggle he obtained a position in the publishing house of Hachette, and became acquainted with most of the literary men of Paris. He began to write for newspapers, and then turned to the writing of books.

### Woman Suffrage.

Within the past few years there have come vast changes with regard to woman suffrage. In England and Scotland they have county and partly municipal suffrage; in Ireland at all elections except parliamentary; municipal suffrage in Kansas, Nova Scotia, and Manitoba; school suffrage in Connecticut, New Jersey, Ohio, Illinois, North and South Dakota, Arizona, and Montana; on all questions of taxation in which they are pecuniarily interested in all towns and villages of New York and Louisiana; full suffrage in Utah, Colorado, and Idaho; and full suffrage at all elections in the new commonwealth of Australia.

### Equinoctial Storms.

It has long been held that the time of the autumn equinox was responsible for the annual recurrence of sustained periods of rainy weather. Meteorologists state to-day that this is an ill-founded superstition, tho they admit that a period of rainy weather may be generally expected during this month. But the cause is not the equinox.

In September there arise steeper temperature gradients. That is, the differences in temperature areas is greater and their movements more rapid. In the summer the atmosphere becomes stagnant and should there be changes, these are not sudden and severe, as is the case when storm-periods arise. This state of affairs will

apply to normal summers only. This year the changes have been exceptional, and there have been more rainy days than usual, tho the amount of rainfall is below the average for July and August.

It must be remembered, also, that this is the period of West Indian hurricanes, the storm-breeders of our Atlantic coasts. Taking the average for the year, one day out of three is rainy, and even September seldom exceeds that. This year, areas of cold and warm have chased over the states from the northwest, sometimes scarcely giving a day between the accompanying storms.

### The Pineapple.

The heaviest shipments of pineapples usually take place in April and May, but drought delayed the growth and maturing of the crop of 1902, and so May and June became the heavy months of this year. The fruit comes from several localities, but Cuba is the principal producer. The crop in that island this year is estimated at nearly fourteen million pines. Florida is expected to furnish half that number, and the Bahamas more than three millions and a half, making a total of nearly 25,000,000 pines to be marketed in the United States.

### Looking for Coal.

In 1835 a bed of anthracite was discovered in Mansfield, Mass., and several mines were opened. Owing to hard times and lack of business in the country they were closed in 1838. The geological surveys show that the graywacke formation underlies part of Massachusetts and Rhode Island, and it seems probable that these deposits will again be utilized. The coal obtained is in heating qualities as good as the Pennsylvania but a trifle more ashy, according to the report of 1839 made to the legislature.

"An Easy Thanksgiving Celebration," by Bertha E. Bush, is one of the articles in the October *Primary School*. Teachers will be glad to get it early in order to prepare thoroly for the observance of that most important holiday. "Drawing: What to Leave Out," is a very helpful article, as is also that on paper weaving. In addition, there are helps in geography, arithmetic, reading, and other subjects. The children will be delighted with the story of "Jenny Wren's Revenge" in "The Child-World." The subscription price of *The Primary School* is \$1.00 a year.

### No More Spanking.

An' now they do not spank no more,  
So all the papers say;  
They say that spankin' little boys  
An' girls has died away.  
They say it's just gone out of style;  
Of course it had to wait  
Till I was growed too big to spank  
'Fore it went out of date.

'Twas right in style when I was small,  
A dozen times a day;  
Guess I was spanked so much that I  
Was almost spanked away.  
Ma took a hand, then pa a turn,  
An' 'twixt 'em both I got  
All that was comin' round to me,  
Right on my tender spot.

Some people seem to like to spank  
Their children ev'ry day;  
They get a kind of exercise  
They get no other way.  
An' then they say how much it hurts  
Themselves to spank us so;  
I guess it only hurts their hands,  
They spank so hard, you know.

Now spankin' has gone out of style,  
I'm sorry as can be;  
Becuz I lose a golden chance  
That others had, you see.  
I was jus' lookin' for the time  
When I'd have children, too;  
Then I could spank 'em good an' hard  
Like father used to do.

—N. Y. Sun.



## Notes of New Books.

*Recollections of a Long Life*, an autobiography, by Theodore Ledyard Cuyler, D.D., LL.D., author of "Help and Good Cheer," etc. Dr. Cuyler has been a prominent figure in New York since he became pastor of the Market Street Dutch Reformed church in 1854, and few men have wielded a wider influence. His book is not an autobiography of the usual kind, made up of minute details related in chronological order; it is rather a presentation of the life of which Dr. Cuyler has been so prominent a part, thru salient features. He begins with his early life, and gives the formative influences and the determining factors that led him to secure a liberal education and ultimately enter the ministry. Then in a most racy style, he selects leading incidents thruout his whole work and in them paints the life of the city, Brooklyn, where he was pastor of the Lafayette Avenue Presbyterian church for thirty years, from 1860 to 1890. One of the most interesting features of this autobiography is the description of Dr. Cuyler's intercourse with noted men. One group takes the reader to England. Dr. Cuyler visited that country many times, sometimes merely for recreation, but several times as a representative of religious bodies. This naturally brought him into intimate association with such men as Gladstone, Carlyle, Dean Stanley, and others, prominent both politically and religiously. These chapters are a valuable contribution to our knowledge of these men.

Dr. Cuyler had an important part in the Civil war. He was with the soldiers during much of the four years, was prominent in the work of the Sanitary Commission, and was intimate with many of the leaders. His description of his associations with Lincoln, and his presentation of the president's faith and religious life are almost sublime.

The influence of a work like this, written so as to attract the young, can not be estimated. Every line is stimulating; the whole tone is cheering. The writing of such books is certainly the crowning of a long life of abounding usefulness. (The Baker & Taylor Co., New York City. Price, \$1.50 net.)

*Help and Good Cheer*, by Rev. Theodore L. Cuyler, author of "Christianity in the Home," "Recollections of a Long Life," etc. This book consists of twenty-five short chapters that are essentially brief and pointed discourses. A few of the topics will show the nature of the whole: Day-Dawn in the Soul; the Secret of a Strong Life; Christ Every Day; Sweetening the Bitter Things; and Light at Evening Time. The style is pure, sweet, and exact; the thought elevating and devotional, and the whole is the expression of a pure soul in close fellowship with the Master. It is just such a book as should be a table companion of every youth and is calculated to win to the Christian life. It is designed for a gift book and no more appropriate gift can be found than this expression of the evening of a well-spent life. (The Baker & Taylor Co., New York. Price, \$1.00 net.)

*Longmans' English Grammar*. Longmans' School Grammar was written by David Salmon, one of the best prepared teachers in England, and this is such an abridgement of that work as adapts it to the ordinary pupil. It aims to replace the common "Language Lessons," which experience has shown make careless thinkers and loose writers, by a close study of the language, while retaining as large an amount of actual practice in writing. So enough formal grammar is given to compel an exact understanding of the elements which compose the English sentence, both simple and compound. The author improves upon the old method in a much fuller treatment of the attribute of the noun and drill in its use; in giving the participle its true place as an attribute; in the treatment of the verbal noun, which he calls by its ordinary Latin name, the gerund; and in the meaning and use of the subjunctive and potential modes. The book is well adapted for use in the higher classes of the grammar schools. (Longmans, Green & Co., New York.)

*The Teaching of Chemistry and Physics in the Secondary School*, by Alexander Smith, B. Sc., Ph.D., associate professor in the University of Chicago, and Edwin H. Hall, Ph.D., professor in Harvard university.

Prof. Smith treats of the defects in the present teaching of chemistry, which he considers more abundant than the advantages secured. He goes on to show what ought to be the work done in the secondary school to make this science do the most for the mental development of the pupil, especially in training to careful observation and true inductions from the

observations made. This should be supplemented by thoro recitation work with lectures and full explanations by the teacher. Considerable attention should be given to the theories of chemistry.

The second part of the book gives clearly Prof. Hall's views in regard to the teaching of physics. He indicates the class of experiments that give the pupil the best preparation for the work which should be done in college. It is refreshing to note that he would have a distinction made in the work of students merely preparing for more advanced study and those who expect to go into active life from the secondary school. Yet in all he says the college student is clearly in his mind. He would have the larger part of the work quantitative measurements.

The book will prove a decided aid to young teachers of science who are somewhat at a loss as to what is best to do in their work. (Longmans, Green Co., New York.)

*Foundation Lessons in English Language and Grammar*, by O. I. and M. S. Woodley, authors of "Foundation Lessons in English," and G. R. Carpenter, professor of Rhetoric and English Composition, Columbia university. This book is in reality two distinct works bound together. The first, upon language drill by the pupils is based upon the principle that writing is the most important means of securing facility in expression. The student is given constantly written exercises which are well graded, and are of two forms. The first is practice in supplying omitted words in sentences and paragraphs so as to make complete sense. The second consists of compositions upon familiar subjects; giving in simple language the substance of stories and poems, and imaginary writing about pictures. Good directions are given respecting the details of writing, and punctuation.

The second part of the book gives briefly the essentials of grammar, including a small amount of analysis of sentences and paragraphs based upon logical principles. The type is good and the general appearance of the book attractive. (The Macmillan Company, New York. Price, \$0.65.)

*Graded Work in Arithmetic—Eighth Year*, by S. W. Baird. This volume is the last of a series of well-graded books on arithmetic. Beginning with a review of the essential parts of the lower books of the series, the books continue the treatment of percentage and its applications, and presents in a thoro manner the metric system, involution, evolution, and mensuration. The elementary principles of algebra are also presented with simplicity and clearness. Operations, explanations, and analyses are given in full. There are frequent review exercises thruout the book, adding much to the value of a work arranged on the topical plan. (American Book Company, New York.) A. W. A.

*Waverley*, by Sir Walter Scott, Bart., edited with introduction and notes by Archibald L. Bouton, M. A. This is double number 50 of the Standard Literature series. It deals with Scottish life in 1745 and 1746, and its historical nucleus is the last attempt of a direct descendant of Charles I. to gain the English crown. The so-called young pretender is Charles Edward Stuart, grandson of James II. The introduction comprises a short history of the house of Stuart, a life of Scott, and an explanation of why *Waverley* occupies such an important place in literature. (University Publishing Company, New York. Price, \$0.20.)

The critics have had much to say about Longfellow's lack of originality and other literary qualities, yet the people go on reading his works. What does the critics' opinion avail, when an author has the public with him? Longfellow's work is pure, simple, sweet, especially that wonderful *Song of Hiawatha*. Children appreciate the beauty of the scenes and the verse, and hence the poem, on account of its dramatic action, is suitable for representation in school. Florence Holbrook has arranged it for this purpose. In preparing it some changes were necessary, mainly in the way of re-arrangement of the matter and the substitution of the first person for the third. *Hiawatha*, or *Mudjekeewis*, is made to tell his own story. The book has several illustrations, also songs set to music. Indian wearing apparel is pictured and described in an appendix; besides there is a pronouncing vocabulary of Indian names found in the poem. The book is number 151, Extra (U), of the Riverside Literature series. (Houghton, Mifflin & Company, Boston. Price, \$0.15.)

Don't think that eruption of yours can't be cured. Take Hood's Sarsaparilla. It makes the weak strong.

## Literary News Notes.

W. R. Merriam, Director of the Census, has written three articles for *The Century* in the nature of a summary of certain interesting results of the last census. The first paper, which is entitled "The Evolution of American Census Taking," will show the enormous change which has taken place in extending the census from six inquiries, the first enumeration, to over thirty thousand in the last.

A new story for young readers, by W. D. Howells, is published by the Harpers. It is called *The Flight of Pony Baker*. Pony is a boy of the middle West—a genuine, natural American boy—who contemplates a rash step, takes it, and consequently has

## Few People Realize

The Danger in That Common Disease, Catarrh.

Because catarrhal diseases are so common and because catarrh is not rapidly fatal, people too often overlook and neglect it until some incurable ailment develops as a result of the neglect.

The inflamed condition of the membrane of the nose and throat makes a fertile soil for the germs of Pneumonia and Consumption, in fact catarrhal pneumonia and catarrhal consumption are the most common forms of these dreaded diseases which annually cause more than one-quarter of the deaths in this country.

Remedies for catarrh are almost as numerous as catarrh sufferers but very few have any actual merit as a cure, the only good derived being simply a temporary relief.

There is, however, a very effective remedy recently discovered which is rapidly becoming famous for its great value in relieving and permanently curing all forms of catarrhal diseases, whether located in the head, throat, lungs, or stomach.

This new catarrh cure is principally composed of a gum derived from the Eucalyptus tree, and this gum possesses extraordinary healing and antiseptic properties. It is taken internally in the form of a lozenge or tablet, pleasant to the taste and so harmless that little children take them with safety and benefit.

Eucalyptus oil and the bark are sometimes used but are not so convenient nor so palatable as the gum.

Undoubtedly the best quality is found in Stuart's Catarrh Tablets, which may be found in any drug store, and any catarrh sufferer who has tried douches, inhalers, and liquid medicines, will be surprised at the rapid improvement after a few days' use of Stuart's Catarrh Tablets which are composed of the gum of the Eucalyptus tree, combined with other antiseptics which destroy the germs of catarrh in the blood and expel the catarrhal poison from the system.

Dr. Ramsdell in speaking of catarrh and its cure says: "After many experiments I have given up the idea of curing catarrh by the use of inhalers, washes, salves, or liquid medicines. I have always had the best results from Stuart's Catarrh Tablets; the red gum and other valuable antiseptics contained in these tablets make them, in my opinion, far superior to any of the numerous catarrh remedies so extensively advertised. The fact that Stuart's Catarrh Tablets are sold in drug stores, under protection of a trademark, should not prejudice conscientious physicians against them because their undoubted merit and harmless character make them a remedy which every catarrh sufferer may use with perfect safety and the prospect of a permanent cure."

For colds in the head, for coughs, catarrhal deafness and catarrh of the stomach and liver, people who have tried them say that Stuart's Catarrh Tablets are a household necessity.

adventures. There are Indians in the story and a circus.

Harper & Brothers report the continued and almost surprising success of their new edition of the works of Charles Dickens. Orders for the edition have come quite as much from rural as from metropolitan districts, and from all parts of the country.

The Saalfield Publishing Company, of Akron, O., have issued a story of Washington life, by William Franklin Johnson, well known for his zeal in founding building and loan associations.

"*Oldfield* is a Kentucky Cranford," says the *London Spectator*, in a long and appreciative review, "with a difference that the setting of outside things, in which Mrs. Nancy Huston Banks puts her human figures, is much more vivid than what we find in Mrs. Gaskell's story." *Oldfield* is already in its second edition. It is published by the Macmillan Company.

A new and cheaper edition of Bishop Whipple's *Lights and Shadows of a Long Episcopate* is issued by the Macmillan Company.

John Lane has published *The Early Prose Writings of James Russell Lowell*, with a prefatory note by Edward Everett Hale, of Boston, and an introduction by Walter Littlefield.

In charm of literary style, as well as in sympathetic understanding of its subject, the biography of Nathaniel Hawthorne, by George E. Woodberry (Houghton, Mifflin Company), is exceptional and noteworthy. Professor Woodberry is fitted, both by temperament and by long training in literature, to portray and interpret Hawthorne's subtle and fascinating personality.

A "story, whose theme is like that of the Iliad and the Odyssey," is the unusual announcement of an American romance, to be published by McClurg & Company, in November. The plot is laid in the days of Lewis and Clark, "when Red men ruled the land," and it treats, not of love alone, but of deeds of patriotism, valor, and national endeavor. Its title will be *The Conquest*.

One of the most attractive books for the coming holidays is *Japanese Girls and Women*, by Alice M. Bacon; Houghton, Mifflin & Company, in a new illustrated edition. Mrs. Bacon has thoroughly revised her charming account of the girls and women of Japan.

Two new books are added to the popular Century Classics series, issued by the Century Company. These are *Essays of Elia* and Sterne's *A Sentimental Journey*; and three new books are added to the Thumb-Nail series—*In Memoriam*, *Thoughts of Pascal*, and *The Revivals*.

*Warner's Universal Cyclopedia*, issued by the Saalfield Publishing Company, of Akron, O., comprises twelve handsomely printed volumes. It treats many subjects fully, on which it is difficult elsewhere to obtain accurate information. Among these are the war with Spain; the origin, methods, and advantages of steel frame building; argon, the newly-discovered constituent of the atmosphere; baseball, its origin and rules; all about the Roentgen rays; modern fire-fighting appliances; Judaism in the United States; famous American libraries, etc. The cyclopedia embraces the whole circle of knowledge, and many specialists contribute to its pages.

One of the features of *Harper's Magazine* for October, which will first attract the attention, is the frontispiece, in color, painted by Elizabeth Shippen Green. There are various illustrations in color throughout the number, done in the best style of art. Dr. Richard T. Ely contributes "Amana: A Study of Religious Com-

munism," and André Castaigne describes "Monte Carlo," and furnishes pictures to illustrate his article on that famous home of vice. Mrs. Humphry Ward's novel, "Lady Rose's Daughter," is continued, and there is much other attractive fiction. Verse is contributed by Jessica Hawley Lowell, Harriet Prescott Spofford, Frederick L. Knowles, Mildred I. McNeal, Arthur Colton, and Susie M. Best.

*Country Life in America* is an excellent publication dealing with all the attractions and vocations of out-door life. The illustrations are excellent, and the reading matter most interesting. We call attention specially to the following in the October issue: "Yachting—A Personal Experience," by Thos. Dixon, Jr.; "The Making of a Country Home," by the editor; "Camp-Keeping as a Fine Art," by Henrietta S. Breck; "How to Make a Garden," by Edith L. Fullerton. "Earth Stars" is a pot-pourri of valuable information.

The table of contents of *The Architectural Record* for October reveals a most attractive and interesting array of articles and illustrations; among them "New York Hotels," past and present, by W. Hutchins; "Contemporary French Sculpture," by Paul Vitry; "The New Terminus of the 'P-L-M' in Paris"; "The Great Buildings of the World"; "English Farmsteads"; "Architectural Appreciations," the "Flat-iron"; "American Residence Series;" and in the technical department, "The Community of Two Great Arts," by Fanny M. Smith.

## The Value of Charcoal.

Few People Know How Useful it is in Preserving Health and Beauty.

Nearly everybody knows that charcoal is the safest and most efficient disinfectant and purifier in nature, but few realize its value when taken into the human system for the same cleansing purpose.

Charcoal is a remedy that the more you take of it the better; it is not a drug at all, but simply absorbs the gases and impurities always present in the stomach and intestines, and carries them out of the system.

Charcoal sweetens the breath after smoking, drinking, or after eating onions and other odorous vegetables.

Charcoal effectually clears and improves the complexion, it whitens the teeth and further acts as a natural and eminently safe cathartic.

It absorbs the injurious gases which collect in the stomach and bowels; it disinfects the mouth and throat from the poison of catarrh.

All druggists sell charcoal in one form or another, but probably the best charcoal and the most for the money is in Stuart's Absorbent Lozenges; they are composed of the finest powdered Willow charcoal, and other harmless antiseptics in tablet form or rather in the form of large pleasant tasting lozenges, the charcoal being mixed with honey.

The daily use of these lozenges will soon tell in a much improved condition of the general health, better complexion, sweeter breath, and purer blood, and the beauty of it is, that no possible harm can result from their continued use, but on the contrary, great benefit.

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The Macmillan Company are having a large sale of their *Ancient History*, by George W. Botsford, of Columbia university. It is an excellent book, covering the first year of high school work. A grammar has been added to the *Foundations in English*, edited by O. I. Woodley, superintendent of Glen Ridge, N. J., in collaboration with Prof. G. Carpenter, of Columbia. A feature of their fall trade is the sale of *Geographies*, by Tarr and McMurry. An edit on of *Uran*, in the Latin series, by Professor Bayne, N. C. college, has just been published.

The current number of the *Political Science Quarterly* discusses some intricate questions of the day. Three of the papers that more particularly deal on the problems confronting us now are: "Do Trade Unions Limit Output," by John Martin; "The Interstate Commerce Commission," by B. H. Meyer; and "The Scientific Basis of Imperialism" by J. A. Hobson. (Ginn & Company, New York.)

October *Popular Science Monthly*: "A Study in Plant Adaptation," by Prof. J. W. Toumey; "The Competition of the United States with the United Kingdom," by Dr. John Waddell; "Scientific Reading in a Public Library," by Arthur E. Bostwick; "Origin of the Fins of Fishes," by President D. S. Jordan; "Recent Advances in Science and their Bearing on Medicine and Surgery," by Prof. Rudolf Virchow; to which may be added the papers on "The Progress of Science."

The October issue of *The Cosmopolitan* is introduced with a hitherto unpublished paper by the late John Fiske on "Alexander Hamilton," and well illustrates the difficulties the American Union had to pass thru. "Captains of Industry," by various authors is the sixth paper on leaders in the business world; "The Coronation and Its Significance" by C. T. Stead; and "What a Father Can Do for His Son," by H. T. Peck are full of suggestions.

The *International Journal of Ethics* for October contains two papers of special interest to teachers: "Mind and Nature," by A. S. Taylor, and "The Pampered Children of the Poor," by Ida M. Metcalf, tho the phrase in the title of the latter is unnecessary, as the facts brought out are equally true of rich and poor. Other essays are: "Criticism of Public Men," by Waldo L. Cook; "The Ethics of

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General Missionary Convention, Methodist Episcopal Church, Cleveland, O., October 21 to 24. Pennsylvania Railroad will sell excursion tickets from all points east of Pittsburg and Erie on October 20 and 21, good to return leaving Cleveland until October 27, inclusive, at reduced rates.

Meeting of American Bankers' Association, New Orleans.

For meeting of American Bankers, Association, New Orleans, November 11 to 13, the Pennsylvania Railroad will sell tickets from all stations on line east of Pittsburg and Erie via Pittsburg or Washington, November 8 to 10, good for return passage, within eleven days, date of sale included, at reduced rates.

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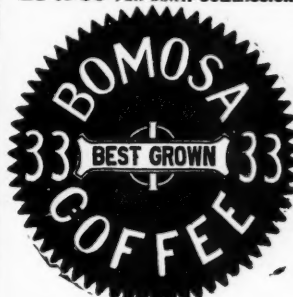
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